



Atlanta Startalk Hindi Language & Culture Camp, 2013

Lesson Plan (Day 5 – Intermediate)

Teacher	Ms. (Dr.) Usha Hooda
Instructional Level	Intermediate (Level One and Two)
Over-arching Theme	Know India and its Science (संस्कृत विज्ञान की जानकारी)
Sub-Theme/Unit	Festivals, Environment & Recycling (संस्कृत, पर्यावरण, पुनर्चक्रण (संस्कृत))
Number of hours available for this lesson	3.5 hours
Technology needed for each activity	Laptop, LCD projector
Objectives to be accomplished by the end of the day (with relevant Standards mentioned for each objective)	<p>Linguistic Objectives:</p> <p>Functions: The student will be able to do:</p> <ol style="list-style-type: none"> 1. identify the name and some important words/phrases/celebrations related to a harvest festival of India after looking at various visuals and audios. 2. ask simple questions and answer about some of the harvest festivals celebrated in India in simple words, phrases and memorized expressions <ul style="list-style-type: none"> 1. the names of the food items eaten/worshipped , 2. names of the related crops like dalhan or tilhan, and 3. how and when these festivals are celebrated. 3. answer questions about my preferences (ex. I like/dislike, I will attend/not attend, ...) in simple words or memorized phrases. 4. formulate and follow simple directions to make (a) biodegradable plates (pattal) from leaves, (b) jewelry/chaadar to decorate ox/cows for pola/bihu parv, and (c) dhol for baisaakhi. 5. understand why do Indians worship the mother earth, cows, oxen, some of the plants like tulsi, dhaan, etc. 6. interact with Indian families in culturally appropriate ways during the

	<p>celebrations of some of the harvest festivals.</p> <p>Grammar and Vocabulary:</p> <p>Formulaic Expressions:</p> <p><u>Usage of “किस” and “किसके”</u></p> <p>(i) किसके, किसके किसके किसके, किसके किसके किसके </p> <p>(ii) किसके, किसके किसके किसके किसके, किसके किसके किसके किसके </p> <p><u>Usage of “thanks” and “sorry”</u></p> <p>(iii) किसके !</p> <p>(iv) किसके किसके !</p> <p>Structures:</p> <p>(v) X किसके किसके (किसके किसके किसके किसके किसके किसके)</p> <p>(vi) Habitual (Present simple) X किसके किसके किसके किसके X किसके किसके X किसके किसके किसके किसके </p> <p>X किसके किसके किसके किसके X किसके किसके किसके X किसके किसके किसके X किसके किसके किसके </p> <p>(vii) Habitual (Present continuous) X किसके किसके किसके किसके X किसके किसके किसके X किसके किसके किसके किसके </p> X किसके किसके किसके किसके X किसके किसके किसके किसके X किसके किसके किसके किसके <p><u>Usage of interrogative Wh – Pronouns (What (किसके) and Why (किसके))</u></p> <p>(viii) किसके किसके ? किसके किसके ?</p> <p>(ix) X किसके किसके किसके ?</p> <p><u>Usage of command and polite imperative verbs</u></p> <p>Polite Imperative: किसके किसके</p> <p>Command : किसके किसके किसके किसके किसके किसके </p> <p><u>Introducing the “and” conjunction</u></p> <p>(x) X किसके किसके किसके किसके </p> <p>(xi) X किसके किसके किसके किसके, किसके किसके किसके किसके किसके </p> <p>(xii) X किसके किसके किसके किसके, किसके किसके किसके किसके </p> <p><u>Words on the vocabulary list for today</u></p> <p><u>Literacy Objectives:</u></p> <ul style="list-style-type: none"> • Reading and writing simple habitual constructions. • Numbers 1-10 <p><u>Standards involved:</u></p> <ul style="list-style-type: none"> • 1.1 – Interpersonal • 1.2 – Interpretive
--	--

	<ul style="list-style-type: none"> • 1.3 - Presentational Communication • 2.1 – Cultural products • 2.2 – Cultural practices • 3.1 – Connections through knowledge of other discipline • 3.2 – Connections through distinctive viewpoints • 4.2 – Comparisons with culture • 5.1 - School and Community
<p>Time-management in Class</p>	<ol style="list-style-type: none"> 1. Warm-up to 5 minutes 2. Major lesson – 1/3 teacher speaks and 2/3 for student activities 3. Wrap-up time about 5 minutes
<p>Teacher Guided Activities that will feed into today's goals</p>	<p>Warm-up/Classroom Useful/Formulaic Expressions:</p> <p>(i) $\frac{1}{2}$, $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$, $\frac{1}{6}$ $\frac{1}{7}$ </p> <p>(ii) $\frac{1}{2}$, $\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$, $\frac{1}{7}$ $\frac{1}{8}$ $\frac{1}{9}$ </p> <p>(iii) $\frac{1}{2}$!</p> <p>(iv) $\frac{1}{2}$!</p> <p>(v) X $\frac{1}{2}$ $\frac{1}{3}$ ($\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{7}$)</p> <p>(vi) X $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ X $\frac{1}{5}$ $\frac{1}{6}$ X $\frac{1}{7}$ $\frac{1}{8}$ $\frac{1}{9}$ </p> <p>X $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ X $\frac{1}{5}$ $\frac{1}{6}$ X $\frac{1}{7}$ $\frac{1}{8}$ X $\frac{1}{9}$ $\frac{1}{10}$ </p> <p>(vii) X $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ X $\frac{1}{5}$ $\frac{1}{6}$ X $\frac{1}{7}$ $\frac{1}{8}$ X $\frac{1}{9}$ $\frac{1}{10}$ </p> <p>X $\frac{1}{2}$ $\frac{1}{3}$ X $\frac{1}{4}$ $\frac{1}{5}$ X $\frac{1}{6}$ $\frac{1}{7}$ X $\frac{1}{8}$ $\frac{1}{9}$ X $\frac{1}{10}$ $\frac{1}{11}$ </p> <p>(viii) $\frac{1}{2}$ $\frac{1}{3}$? $\frac{1}{4}$ $\frac{1}{5}$?</p> <p>(ix) X $\frac{1}{2}$ $\frac{1}{3}$?</p> <p>(x) $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ </p> <p>(xi) $\frac{1}{2}$ $\frac{1}{3}$, $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{7}$ $\frac{1}{8}$ $\frac{1}{9}$ </p> <p>(xii) X $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$, $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{7}$ </p> <p>Goals-related Activities:</p> <ul style="list-style-type: none"> • Silent reading articles with short sentences written in Roman/Devnaagari script. • Memorizing the numbers (1-100). • Simple Question-Answers between teacher –student and student-student.
<p>Materials needed for Carrying out each activity</p>	<p>PP lesson - $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$</p> <p>Video clip –</p> <ol style="list-style-type: none"> 1. http://www.youtube.com/watch?v=WiYscnj_L7A 2. http://www.youtube.com/watch?v=Cffbpqbi3N0 3. http://www.youtube.com/watch?v=21r3ovuw3RQ 4. http://www.youtube.com/watch?v=VpMzqm0mxEl 5. http://www.youtube.com/watch?v=A65TpPn6rDc 6. http://www.youtube.com/watch?v=Zeh5oYMEyM4 7. http://www.youtube.com/watch?v=cbQeNjKfNGg 8. http://www.youtube.com/watch?v=h4-m1HEOWVc 9. http://www.youtube.com/watch?v=sAIVzNz-GVk

	<p>10. http://www.youtube.com/watch?v=jfPbOiELDqk</p> <p>11. http://www.youtube.com/watch?v=C6XnFAoi67U</p> <p>12. http://www.youtube.com/watch?v=yutmLotl9vc</p> <p>13. http://www.youtube.com/watch?v=qAF_V1iJBfU</p> <p>14. http://www.youtube.com/watch?v=3ruHt7uCWF4 (mute it)</p> <p>15. http://www.youtube.com/watch?v=Lt9YplvKgdQ</p> <p>16. http://www.youtube.com/watch?v=CzVXun4Uyp0</p> <p><u>Articles -</u></p> <p>1. https://www.facebook.com/su.chou.arya/posts/358336210904263</p> <p>2. http://creative.sulekha.com/dharati-maa-hindi-poem_54536_blog</p> <p>3. http://bharatdiscovery.org/india/%E0%A4%A6%E0%A4%BE%E0%A4%B2#.E0.A4.A6.E0.A4.B2.E0.A4.B9.E0.A4.A8_.E0.A4.95.E0.A5.83.E0.A4.B7.E0.A4.BF</p> <p>4. http://bharatdiscovery.org/india/%E0%A4%A4%E0%A4%BF%E0%A4%B2%E0%A4%B9%E0%A4%A8</p> <p>Sulekh notebook for tracing letters.</p>
Exercise modes for Implementing each activity	<p><u>Formative assessment</u></p> <ul style="list-style-type: none"> • Quick-Writes (Activity 1) • Chalkboard Splash (Activity 2) • Like/Dislike questions (opinions) (Activity 3) • Build up story (Activity 4) • Circle the right answer (Activity 5) • Making an advertisement (Activity 8) <p><u>Summative assessment</u></p> <ul style="list-style-type: none"> • Venn diagram and comic strip making (Activity 6 – Lesson Plan is provided) • Jigsaw puzzle (Activity 7 – Lesson Plan is provided)
Assessment	The assessment rubrics are provided.
Worksheet	Attached

Lesson Plan (Day 5 – Activity 7)

Teacher	Ms. (Dr.) Usha Hooda
Activity	Classifying “dalhan” & “tilhan” crops (Jigsaw puzzle)
Activity Time	25 minutes
Unit Theme	Festivals, Environment & Recycling
Level	Intermediate
Group Type	Whole class
Objectives	Students will identify the realia material and write the answers of given questions like, what is it, what type of crop is it (dalhan ot tilhan), which

	harvest festival is it related to, etc.
Type of Communication	Interpretive 1.2, Interpersonal 1.1, Presentational 1.3
Preparation (Instruction for teachers)	<p>Keywords: Identify, talk about in simple sentences/phrases, harvest festival, dalhan, tilhan</p> <p>Materials needed: Six different types of Daals in different cups (Arhar, MooNg, Urad, Chanaa, Masoor, Matar) Six different types of tilhan in different cups (MooNgfalii, Til, Soyabean, SarasoN, Raai, Soorajmukhii)</p> <ol style="list-style-type: none"> Set up six stations I, II, III, IV, V, & VI in different places in the classroom and mark them boldly & clearly. Put these items(objects) in cups at the marked stations: Station I : Arhar, MooNg Station II : Urad, Chanaa Station III : Masoor, Matar Station IV : MooNgfalii, Til Station V : Soyabean, SarasoN Station VI : Raai, Soorajmukhii Take three red and three green index cards. Number both type of colored cards as numbers 1, 2, & 3 on them.
Instruction for Student	<p>दालों का पहचान और -संबंध (Jigsaw Puzzle) पढ़कर दालों के नामों को पहचानने के लिए दालों के चित्रों को काटकर और संख्याओं के कार्डों के साथ मिलाकर।</p> <p>दालों के नामों को पहचानने के लिए दालों के चित्रों को काटकर और संख्याओं के कार्डों के साथ मिलाकर।</p> <p>दालों के नामों को पहचानने के लिए दालों के चित्रों को काटकर और संख्याओं के कार्डों के साथ मिलाकर।</p>
Activity Steps	<p>Part 1: Interpretive and Interpersonal tasks (20 minutes)</p> <p>Jigsaw puzzle:</p> <ol style="list-style-type: none"> दालों के चित्रों को काटकर और संख्याओं के कार्डों के साथ मिलाकर। (1, 2, 3, 4, 5, & 6), दो - दो संख्याओं के कार्डों के साथ मिलाकर। In a group of two, you will go to different stations according to your card numbers. दालों के चित्रों के साथ Realia material (दालों के चित्रों के साथ मिलाकर) को पहचानने के लिए दालों के चित्रों को काटकर और संख्याओं के कार्डों के साथ मिलाकर। Talk to each other about the Realia material kept on that station and then answer the questions given below. <p>दालों के नामों को पहचानने के लिए दालों के चित्रों को काटकर और संख्याओं के कार्डों के साथ मिलाकर। Answer in Complete sentences.</p> <p>(1) दालों के नामों के क्या हैं? What are these?</p>

	<p>(□) □□ □□□□ □□□□□ (□□□□/□□□□□) □□□ ? □□ □□□□ ? Are they Dalhan or Tilhan crops? And why?</p> <p>(□) □□□□ □□□□□ □□□□□□□□ □□ □□□□□ □□ ? Which harvest festival are they related to?</p> <p>(1) □□□□ □□ □□□□□ □□□ □□ □□ □□□□ □□□□ □□□ □□□□□□ □□□□□□□□ Any other information about these crops that you you may want to share with others.</p> <p>3. □□□ □□□ □□□□ □□□□ □□ □□□□□ (□□□□ □□ □□□□) □□ □□□□ □□ □□ □□ □□□□□ After that according to the colors of your card you will go to your group.</p> <p>4. □□□ □□ □□□□□ □□ □□□ □□□□□ - □□□□□ □□□□□□ □□ □□□□ □□□ □□ □□□□ □□ □□□□ □□ □□ □□□□□□□ □□ □□□□□□□ □□ □□□ □□ □□ “□□□□□” □□ □□ □□□□□ □□ □□□□□ □□ “□□□□□□” □□ □□□□□□ □□ □□□□□ □□ □□ □□□□ □□□□□□□□ □□ □□□□□□□□ □□□□□□ □□□□□□ Everybody will share their last stations’s information within their group. You will have two groups “Dalhan” and “Tilhan”.</p> <p><u>Part 2: Presentational task (5 minutes)</u></p> <p>1. □□ □□ □□□□ □□□ □□ □□□□□ □□□□ □□ □□□□□ □□□□□□ □□□□□□ □□ □□□ □□□ □□□□□□ - □□□□□□□ □□□ □□□□ □□□□□ □□□□□□□□ □□ □□□□□□□□ Each group will then present to the class and then in front of their parent on the science exhibition day.</p>
Assessment	The assessment rubric is provided.
Worksheet	Attached

Lesson Plan (Day 5 – Activity 8)

Teacher	Ms. (Dr.) Usha Hooda
Activity	Making a Flyer (□□□□□□□□□□□□ □□□□□□ □□ □□□□□□□□□□ - □□□□□□□□□□)

	<p>Each group has a factory in which biodegradable plates and bowls are made out of banana or beetal leaves. You want to make this age old tradition to be promoted. For this each group –</p> <ul style="list-style-type: none"> ▶ 1. Demonstrate how to make these biodegradable plates in your factory. 2. Then make an advertisement with a nice catchy slogan which promotes the use of these biodegradable plates. <p><u>Part 2: Presentational task (5 minutes)</u></p> <p>4. Your work will be presented to your parent on the day of science exhibition.</p>
Assessment	The assessment rubric is provided.
Worksheet	Attached